Agreed modifications/ exemptions for Steiner settings are in *blue italics.*

<table>
<thead>
<tr>
<th>EYFS AREAS OF LEARNING</th>
<th>ELG</th>
<th>STEINER WALDORF ASPECTS OF LEARNING</th>
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<tr>
<td>PRIME AREAS</td>
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<tr>
<td>Communication and language</td>
<td></td>
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<tr>
<td>Involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</td>
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<tr>
<td>01: Listening and attention</td>
<td>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</td>
<td>01: Stories, songs and rhymes: hear with rich vocabulary, repeatedly, delivered by human voice, with beautiful rhythm and/or foreign language: <em>developing an aural memory; listen attentively and enjoy a traditional fairy, folk nature tale-told true to cultural heritage and told in exactly the same way many consecutive times; listen and watch attentively to a puppet show; may be chosen to help with the puppet show once it has been repeated a few times - thereafter anticipating the next part; listen to each other; listen attentively to the practitioner's comments and respond appropriately</em></td>
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<tr>
<td>02: Understanding</td>
<td>Children follow instructions involving several ideas or actions. <em>They demonstrate understanding in response to stories or events or when recounting their experiences.</em></td>
<td>02: Group activities - play, domestic or creative work, meal times: <em>listen attentively to the practitioner’s comments and respond appropriately; through conversations or actions interact appropriately with peers</em></td>
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<tr>
<td>03: Speaking</td>
<td>Children express themselves effectively, showing awareness of listeners’ needs. They use part, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</td>
<td>03: They develop their own narratives and explanations by connecting ideas or events. <em>speak freely (and listen) to each other during activities; through conversations and actions: interact appropriately with peers; talk about observations of any activity or environment etc.; imitate the polite manner of speaking modeled by the adults in the setting; have opportunities throughout each session to express needs and feelings</em></td>
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</tbody>
</table>

With thanks to the Steiner Academy Hereford Kindergarten teachers, Francesca Meynell and Jill Taplin.
Physical development
Involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

04 Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including crayons for mark making.

05 Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social & emotional development
Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

06 Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

07 Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

08 Making relationships: Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

04 Moving and Handling:
- control and coordination:
  * during ring time, eurythmy, running outdoors, climbing etc.
- negotiating space and range of movement:
  * moving freely whether indoors or outdoors and using all the space for imaginative free play.
  * step appropriately to the space e.g. climb a tree, run, skip, hop when outside, and walk, crawl under a drape, tip toe when inside.
  * have a sense of periphery and boundaries, showing respect and awareness of others - their play and toys.

Handling:
* using a range of large and small tools in woodwork, painting, sewing, drawing, gardening, chopping veg. (Involves sharp tools but under adult supervision)
* handling, carrying and arranging large planks of wood and small pieces of natural material like cones, shells, pebbles, and silk/cotton cloths, large and small

05: Health and Self-care
* children grow, buy, prepare, wholesome organic (where possible) food
* children eat the food they have prepared.
* children wash their hands prior to food preparation and after the toilet
* children learn how to serve and receive food at the table without handling food that others will eat
* children are guided from a young age towards independence in toilet care and dressing
* children dress appropriately for the season and weather.
* help each other to dress
* take off extra layers when hot and add layers when cold.
* wear sun hats and sun screen in summer

06: *ability to listen to (age appropriate) needs and feelings of self; ability to respond to (age appropriate) needs and feelings of self - i.e. ask for help; independence, help self to play materials; utilise props ; creative; develop ideas and social interactions; concentrate

07: *developing a “Listening Disposition”, know the Golden Rules, remind others of the Golden Rules
How the child responds to the rhythm, routine and transitions. (routines: greeting time, through to story time and farewell. rhythm: festivals, religious and cultural e.g. harvest, advent, also celebrations, birthdays, multicultural.)
interest, curiosity ( peer and adult led activity), participation, joining in, willingness to have a go; respect, co-operation; ability to be quiet, to be still, to concentrate; independence (settling in to play, dress, hygiene-hands, hair, teeth); ability to imitate gesture and movement; not overwhelmed by sense impressions.

08: Developing a Listening Disposition
ability to listen to (age appropriate) needs and feelings of self; ability to respond to (age appropriate) needs and feelings of self and of others; ability to be interactive, compromise, be flexible; ability to take turns with toys and in chatting and in receiving the adults’ attention; ability to share toys etc and ideas; take turns, everyone welcome.

Caring. Kind and Helpful - relationships and environment
younger/ special needs / 2nd language speakers; offer help indoor/outdoor; tidy time; "kind words in kindergarten "reminding adults in a helpful way of routine events
Child’s manner - relationships.
*social skills, awareness of others, asking, giving, receiving, respond appropriately to context, polite, considerate and courteous, awareness of others, consideration, manners (snack)

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Specific areas
These include essential skills and knowledge; they provide important contexts for learning. (Development Matters pg. 4)

Literacy
1. See communication and language section above for pre-literacy skills and information throughout the document.

10 Writing: EXEMPT Children are using and building on foundation skills in this area.

Mathematics
11 Numbers - MODIFIED: Children orally count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects in everyday activities and play, they add and subtract two single-digit numbers and count on or back to find the answer. In everyday activities and play they solve problems, including doubling, halving and sharing.

12 Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding of the world
Involves guiding children to make sense of their physical world and their community through opportunities

13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between people and communities.
to explore, observe and find out about people, places, technology and the environment. themselves and others, and among families, communities and traditions.

### 14 The world
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### 15 Technology
Children recognise that a range of simple or mechanical everyday technology is used in places such as homes and schools. They select and use technology for particular purposes.

- **Expressive arts and design**
  - Involves supporting

- **16 Exploring and using media and materials**: Children sing songs, make music and dance, *discuss among children invariably involves their likes and dislikes. (Practitioners will listen to children sharing ideas but will not initiate discussion which asks them to make judgments)*
  - Observance of many birthdays, festivals and celebrations, where food is shared, including annual multi-cultural event, where each child’s culture is represented.
  - Concepts of the past are developed through the strong yearly seasonal rhythms with all the festivals, where children predict certain events and also remember what they did at a younger age. They also anticipate future activities, for example 'the school leaver’s project.'
  - Opportunities are given to share home language if not English, and parents encouraged contributing to stories/exchange stories or translating for understanding.
  - In each child’s birthday celebration, events in the child’s past are highlighted.
  - Relatives and grandparents visit the setting.
  - Parents are welcome to share their cultural celebrations in the setting.
  - Children role play aspects from their home life.
  - Show their home to the practitioner on a home visit.

#### 14: The world
- Children participate in seasonal activities throughout the year.
- Celebrate festivals both through the whole year highlighting the changes in nature.
- Children have the opportunity to ask questions relating to all activities and the world.

- Indoors and outdoors:
  - Children have available beautiful natural materials, e.g. wood, wool, cotton, stone, shells etc. that gently stimulate all the senses while being used in a busy, interesting but calm environment for free imaginative creative play and activities.
  - Children garden regularly and plant, tend and harvest vegetables and fruit. Where possible, seeds are harvested to plant in the following year, thus showing the cycle of plants.
  - In the garden and on woodland days:
    - Children play and explore the garden and woodland in all weather conditions and noticing the dramatic seasonal changes.
    - Exploration and discovery of living creatures, responding with care, awe and wonder and discussion.
    - Collecting stones, pods and seeds.
    - Opportunity to play with sand, water and mud.
  - Woodland days:
    - Discovering and exploring different environments; open fields reserved for wild flowers, meadows for cows and sheep, sharing paths with dogs and walkers, arable land with different crops, woods, apple orchard.
    - Slow pace in walking through the woodland environment allowing time to discover and discuss with each other, creatures and plants of interest.
    - Crafts specifically using materials collected in the woodlands.
    - Puppet shows using natural materials collected on the walk.
    - Opportunity to watch a fire being prepared, lit and later put out.

#### 15: Technology
- Have access and guidance to use to a variety of tools, either for self-initiated or adult led activities, e.g. woodworking, sand play, sewing, finger knitting, carding wool, gardening.
- Have access to ‘warm’ technology i.e. hand driven grain mill, apple juice press, scales, spinning wheel, whisk, hand drill.
- ‘Warm’ technology gives the child a true picture of the function of a machine as an extension of their body. It also supports the child's thinking and physical skills in an age appropriate way, since thinking in a young child is expressed mainly in physical action.
- Observe the operation of the bread oven.
- Construct dens and houses, build boats and towers etc using planks, bricks, furniture, drapes and an array of natural materials.
- Opportunity to cook food over a fire.
- Discovery of the origin and uses of natural materials used in craft e.g. sheep’s wool.
- Caring for and maintaining equipment in the environment; sanding and oiling furniture, washing dolls clothes, mending broken toys etc.

- **16 Exploring and using media and materials**: Children sing songs, make music and dance, *use natural materials with flexibility - a shell could be a cup one minute and a boat the next.*
  - Children adapt stories and songs in their creative play, using both events from their
children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and non-electronic technology, art, music, dance, role play and stories.

own lives and stories and songs that they have heard.

*Songs can be developed spontaneously and individually. They can also occur in an adult led group, in structured play perhaps by adding simple impromptu instruments

17: Become more able to plan their play, using materials and tools more specifically and purposefully.

*Children play freely with imagination

*Make up stories during play and set up puppet shows.

*Dress up and role-play in their own initiated activities and imaginative play.

*Enjoy playing instruments to accompany games, stories, songs, plays, and puppet shows.

*Enjoy participating in ring time, games, puppet shows and plays.

*Speak, call, sing, and move freely indoors and out.

*Draw, paint, sew, woodwork in child-initiated as well as teacher-led sessions.

*Design and make crafts to suit the season, festival, or their play, with or without adult supervision.

## CHARACTERISTICS OF EFFECTIVE LEARNING – As defined in Development Matters (2012,PS)

STEINER: Each of the characteristics below give the adults an overview of the individual and unique child’s development and learning, showing the capacities which are facilitated by the nurturing and enabling environment of the kindergarten, with its balance of child initiated and adult led activity.

Steiner pedagogy looks at each individual developing through a balance of engaged activity, sensitive feeling experiences and creative thinking. Human capacities develop in these three areas as shown in the chart below.

In the EYFS, these support children’s learning over all areas of the EYFS, and are interconnected to the prime and specific areas of learning and development (see above).

| Playing and exploring: ENGAGEMENT | Finding out and exploring Playing with what they know Being willing to ‘have a go’ | These characteristics show themselves in all aspects of children’s engagement with the world and their developing empathy, through their play, making crafts and being engaged in the daily activities such as baking, painting, and life skills. Different ages and stages of development show different capacities emerging. 3 year olds might be occupied with personal hygiene, 6 year olds with their pre-school activities, or tasks given such as watering the plants, or helping the ‘little ones’. |
| Active learning: MOTIVATION | Being involved and concentrating Enjoying achieving what they set out to do Keeping on trying | When given a nurturing and enabling environment, and adults modelling behaviour and skills, children naturally are able to refine their social skills, their engagement with the world and through imaginative play develop their inventiveness, concentration, adaptability and ability to complete tasks. |
| Creating and thinking critically: THINKING | Having their own ideas Making links Choosing ways to do things | In some children this shows itself through play or oral skills earlier than others, but in Steiner child development this capacity generally emerges clearly around 5 years old. The children take control, initiate ideas in play and activity, and engage actively in their work and play, and with social activity. |


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